Index to Reading Research Quarterly—Volume XII BY AUTHOR

CAMBOURNE, BRIAN. Getting to Goodman: an analysis of the Goodman Model of Reading with some suggestions for evaluation, No. 4, 605-636.

CANNEY, GEORGE, & SCHREINER, ROBERT. A study of the effectiveness of selected syllabication rules and phonogram patterns for word attack. No. 2, 102-124.

CUNNINGHAM, PATRICIA. Teachers' correction responses to black-dialect miscues which are non-meaning-changing. No. 4, 637-653.

DENBURG, SUSAN DALFEN. The interaction of picture and print in reading instruction (abstracted report). IRA award-winning dissertation. No. 2, 176-189.

GOODMAN, KENNETH S. And a principled view from the bridge. No. 4, 604.

GOODMAN, KENNETH S. From the Strawman to the Tin Woodman: a response to Mosenthal. No. 4, 575-585.

JUDGE, ROBERT E. The effect of presentation mode and material difficulty on third and seventh graders' use of phonemic and semantic attributes to encode words into long-term memory (abstracted report). IRA award-winning dissertation. No. 2, 190-203.

LEONG, C.K. Spatial-temporal information-processing in children with specific reading disability (abstracted report). IRA award-winning dissertation. No. 2, 204-215.

MOSENTHAL, PETER. Bridge principles in an abridged reply to Goodman. No. 4, 586-603.

MOSENTHAL, PETER. Psycholinguistic properties of aural and visual comprehension as determined by children's abilities to comprehend syllogisms. No. 1, 55-92.

NEVILLE, MARY H., & PUGH, A.K., Context in reading and listening: variations in approach to cloze tasks. No. 1, 13-31.

OLDENFENDT, SUSAN J. National Assessment reading data to be available (Guest Editorial). No. 2, 99-100.

OLSHAVSKY, JILL EDWARDS. Reading as problem solving: an investigation of strategies. No. 4, 654-675.

PLESSAS, GUS P. (See Weintraub, Sam...)

PUGH, A.K. (See Neville, Mary H)

RICHEK, MARGARET ANN. Reading comprehension of anaphoric forms in varying linguistic contexts. No. 2, 145-165. Erratum: Table 3 in No. 4, 675.

ROSER, NANCY L. (See Weintraub, Sam...)

ROWLS, MICHAEL. (See Weintraub, Sam...)

SANTA, CAROL MINNICK. Spelling patterns and the development of flexible word recognition strategies. No. 2, 125-144.

SCHREINER, ROBERT. (See Canney, George...)

SMITH, HELEN K. (See Weintraub, Sam...)

STREIB, RACHEL. Context utilization in reading by educable mentally retarded children. No. 1, 32-54.

TERRY, PAMELA R. The effect of orthographic transformations upon speed and accuracy of semantic categorizations (abstracted report). IRA award-winning dissertation. No. 2, 166-175.

TYMITZ, BARBARA L. (See Wolf, Robert L)

WEINTRAUB, SAM; SMITH, HELEN K.; PLESSAS, GUS P.; ROSER, NANCY L.; & ROWLS, MICHAEL. Summary of investigations relating to reading, July 1, 1975, to June 30, 1976. No. 3, 225-565.

WOLF, ROBERT L. & TYMITZ, BARBARA L. Ethnography and reading: matching inquiry mode to process (Guest Editorial). No. 1, 5-11.

Index to Reading Research Quarterly—Volume XII BY AUTHOR

CAMBOURNE, BRIAN. Getting to Goodman: an analysis of the Goodman Model of Reading with some suggestions for evaluation, No. 4, 605-636.

CANNEY, GEORGE, & SCHREINER, ROBERT. A study of the effectiveness of selected syllabication rules and phonogram patterns for word attack. No. 2, 102-124.

CUNNINGHAM, PATRICIA. Teachers' correction responses to black-dialect miscues which are non-meaning-changing. No. 4, 637-653.

DENBURG, SUSAN DALFEN. The interaction of picture and print in reading instruction (abstracted report). IRA award-winning dissertation. No. 2, 176-189.

GOODMAN, KENNETH S. And a principled view from the bridge. No. 4, 604.

GOODMAN, KENNETH S. From the Strawman to the Tin Woodman: a response to Mosenthal. No. 4, 575-585.

JUDGE, ROBERT E. The effect of presentation mode and material difficulty on third and seventh graders' use of phonemic and semantic attributes to encode words into long-term memory (abstracted report). IRA award-winning dissertation. No. 2, 190-203.

LEONG, C.K. Spatial-temporal information-processing in children with specific reading disability (abstracted report). IRA award-winning dissertation. No. 2, 204-215.

MOSENTHAL, PETER. Bridge principles in an abridged reply to Goodman. No. 4, 586-603.

MOSENTHAL, PETER. Psycholinguistic properties of aural and visual comprehension as determined by children's abilities to comprehend syllogisms. No. 1, 55-92.

NEVILLE, MARY H., & PUGH, A.K., Context in reading and listening: variations in approach to cloze tasks. No. 1, 13-31.

OLDENFENDT, SUSAN J. National Assessment reading data to be available (Guest Editorial). No. 2, 99-100.

OLSHAVSKY, JILL EDWARDS. Reading as problem solving: an investigation of strategies. No. 4, 654-675.

PLESSAS, GUS P. (See Weintraub, Sam...)

PUGH, A.K. (See Neville, Mary H)

RICHEK, MARGARET ANN. Reading comprehension of anaphoric forms in varying linguistic contexts. No. 2, 145-165. Erratum: Table 3 in No. 4, 675.

ROSER, NANCY L. (See Weintraub, Sam...)

ROWLS, MICHAEL. (See Weintraub, Sam...)

SANTA, CAROL MINNICK. Spelling patterns and the development of flexible word recognition strategies. No. 2, 125-144.

SCHREINER, ROBERT. (See Canney, George...)

SMITH, HELEN K. (See Weintraub, Sam...)

STREIB, RACHEL. Context utilization in reading by educable mentally retarded children. No. 1, 32-54.

TERRY, PAMELA R. The effect of orthographic transformations upon speed and accuracy of semantic categorizations (abstracted report). IRA award-winning dissertation. No. 2, 166-175.

TYMITZ, BARBARA L. (See Wolf, Robert L)

WEINTRAUB, SAM; SMITH, HELEN K.; PLESSAS, GUS P.; ROSER, NANCY L.; & ROWLS, MICHAEL. Summary of investigations relating to reading, July 1, 1975, to June 30, 1976. No. 3, 225-565.

WOLF, ROBERT L. & TYMITZ, BARBARA L. Ethnography and reading: matching inquiry mode to process (Guest Editorial). No. 1, 5-11.

BY TITLE

And a principled view from the bridge. KENNETH S. GOODMAN. No. 4, 604.

Bridge principles in an abridged reply to Goodman. PETER MOSENTHAL. No. 4, 586-603. Context in reading and listening: variations in approach to cloze tasks. MARY H. NEVILLE & A.K. PUGH. No. 1, 13-31.

Context utilization in reading by educable mentally retarded children. RACHEL STREIB. No. 1, 32-54.

The effect of orthographic transformations upon speed and accuracy of semantic categorizations (abstracted report). PAMELA R. TERRY. IRA award-winning dissertation. No. 2, 166-175.

The effect of presentation mode and material difficulty on third and seventh graders' use of phonemic and semantic attributes to encode words into long-term memory (abstracted report). ROBERT E. JUDGE. IRA award-winning dissertation. No. 2, 190-203.

Ethnography and reading: matching inquiry mode to process (Guest Editorial).

ROBERT L. WOLF & BARBARA L. TYMITZ. No. 1, 5-11.

From the Strawman to the Tin Woodman: a response to Mosenthal. KENNETH S. GOODMAN. No. 4, 575-585.

Getting to Goodman: an analysis of the Goodman Model of Reading with some suggestions for evaluation. BRIAN CAMBOURNE. No. 4, 605-636.

The interaction of picture and print in reading instruction (abstracted report). SUSAN DALFEN DENBURG. IRA award-winning dissertation. No. 2, 176-189.

National Assessment reading data to be available (Guest Editorial). SUSAN J. OLDENFENDT. No. 2, 99-100.

Psycholinguistic properties of aural and visual comprehension as determined by children's abilities to comprehend syllogisms. PETER MOSENTHAL. No. 1, 55-92.

Reading as problem solving: an investigation of strategies. JILL EDWARDS OLSHAVSKY. No. 4, 654-675.

Reading comprehension of anaphoric forms in varying linguistic contexts. MARGARET ANN RICHEK. No. 2, 145-166. Erratum: Table 3 in No. 4, 675.

Spatial-temporal information-processing in children with specific reading disability (abstracted report). C. K. LEONG. IRA award-winning dissertation. No. 2, 204-215.

Spelling patterns and the development of flexible word recognition strategies. CAROL MINNICK SANTA. No. 2, 125-144.

A study of the effectiveness of selected syllabication rules and phonogram patterns of word attack. George canney & Robert Schreiner. No. 2, 102-124.

Summary of investigations relating to reading, July 1, 1975, to June 30, 1976. SAM WEINTRAUB, HELEN K. SMITH, GUS P. PLESSAS, NANCY L. ROSER, & MICHAEL ROWLS. No. 3, 225-565.

Teachers' correction responses to black-dialect miscues which are non-meaning-changing. PATRICIA CUNNINGHAM. No. 4, 637-653.